DOCUMENT RESUME

ED 214 861 SP 019 463

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TITLE	School Art/Music Assessment Manual. A Closer Look At Your District's Art/Music Program For Purposes Of Gaining And Maintaining Support For Arts Education.
INSTITUTION	Educational Improvement Center-Central, Princeton, NJ.
PUB DATE	80
NOTE	67p.
AVAILABLE FROM	Educational Improvement Center-Central, 3684 U.S. Route #1, Building #1, Princeton, NJ 08540 ($1.50).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Administrator Attitudes; Art Activities; *Art Education; *Art Teachers; Creative Activities; Curriculum Evaluation; Elementary Secondary Education; Exceptional Persons; Inservice Teacher Education; *Music Education; Music Facilities; *Music Teachers; *Program Evaluation; Program Improvement; Scheduling; Standardized Tests; Student Attitudes; Student Evaluation

ABSTRACT

This manual offers a model to assist educators in evaluating the music and art programs in elementary and secondary schools. Assessment is conducted by means of teacher observations and interviews with students, parents, and teachers. Rating scales, check lists, questionnaires, and fact sheets are provided for evaluating selected elements in school art and music departments: (1) student performance (skill); (2) student performance (knowledge); (3) student performance (attitudes); (4) art/music curriculum; (5) scheduling; (6) facilities; (7) arts events in and outside school; (8) support from administrator, school board members and school districts; (9) arts provisions for those with special needs; (10) art/music teacher professional development; and (11) community involvement. A list of standardized tests for students in arts and music programs is included, as well as information on materials available for assessment of the arts in education programs. (JD)

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SCHOOL ART/MUSIC ASSESSMENT MANUAL

A Closer Look At Your District's Art/Music Program For Purposes of Gaining and Maintaining Support for Arts Education

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CAROL STERLING
DR. MARY JANE BOLIN
1980

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INTRODUCTION

We believe that part of being a professional involves personally taking responsibility for the integrity of one's programs. In addition, if arts education is to continue to be effective it must be visible and demonstrate its value to administrators, parents, and the tax-paying public. One of the most effective ways to accomplish these two goals involves an objective assessment of arts programs based on school or district goals. An integral part of this assessment process involves the discovery of what is and the capacity to dream of what might be. From these two sources emerges a blueprint which is realistic enough to be implemented and flexible enough to continually strive toward the ideal.

> "The schools in New Jersey should help every person in the state to acquire the desire and ability to express him/herself creatively in one or more of the arts, and to appreciate the aesthetic expressions of other people."
>
> T & E Goal #9

This manual has been designed to help districts respond to the need for comprehensive arts programs assessment, to comply with the New Jersey Administrative Code 6:8-2,1(b) and to fulfill the recommendations of the New Jersey State Plan for Arts in Education.

We wish to emphasize that this manual is a model which will assist in the development of assessment instruments integral to the comprehensive program improvement process. Mindful of the unique characteristics of each school district, assessment instruments and procedures must be designed which respond to those distinctive qualities. Therefore, given the personal nature of each program, any assessment instrument to be used must be suitably tailored.

The following manual has been developed based on recommendations from the following materials:

"Essentials of a Quality Art Program
A Position Statement" by the National
Art Education Association, Reston, Virginia"

"Music Program Guide and Description
Part I-Outline of the Curriculum
Part II-Program Standards"
by the Music Educators National
Conference, Reston, Virginia

"Art T&E Workshop," Art Educators of New Jersey, March, 1979.

"Report on the T&E Education Process: Criteria for Evaluation"
New Jersey Music Educators Association, October, 1978.

Assessment materials developed by Dr. Susan M. Brainerd, Arts Education Consultant, N.J. State Department of Education.

We are grateful to these individuals and organizations and wish to acknowledge their input.

Finally we wish you success in this challenging process. We are anxious to be of help to you and, ultimately, invite you to submit final copies of your assessment materials to us so they may be disseminated state-wide for other educators as they begin assessment of their own arts programs.

We congratulate you for recognizing the importance of program assessment and the long-range implications of your efforts. The benefits of this process are not only of value to your program but will stimulate and inspire such activity in other arts programs throughout the state of New Jersey.

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SELECTED METHODS OF ASSESSMENT

Strategies

Teacher Observation

Student/Teacher Interview

Parent/Teacher Interview

Pencil/Paper Devices

Rating Scales - (provision made for varying degrees of responses)

Check Sheets - (all applicable responses present)

Questionnaire/Survey - (question/answer, true/false, multiple choice, fill-in, yes/no)

Fact Sheet - (question/answer, true/false, multiple choice, fill-in, yes/no)

Assessment of:

STUDENT PERFORMANCE - SKILL DEVELOPMENT
(Teacher Observation)

Technical Skills

Student demonstrates understanding of the limitations and potential of art/music media in the evaluation of artworks.

Student demonstrates a level of technical proficiency in art/music making which is commensurate with his age and experience.

Student demonstrates the ability to make decisions affecting his/her art/music product.

Student demonstrates abilities of concentration commensurate with his/her age.

Student utilizes both formal and expressive elements of art/music in his/her artworks.

Student demonstrates proficiency in recognizing craftsmanship in art/music.

Creative Skills

Student is able to create art products which demonstrate understanding of a particular technique yet which are at variance with the model(s) presented.

Student uses media materials/sound sources in unusual combinations.

Student exhibits an ability to perceive an object or event from several vantage points.

Student demonstrates creative problem solving abilities in his/her work with art/music materials.

Critical Skills

Student is able to discuss work of art on a level commensurate with his/her age and experience.

Student recognizes that works of art are composed of formal and expressive elements.

Student demonstrates understanding of the formal and expressive elements of art/music in his response to art works.

Student demonstrates ability to analyze and synthesize works of art.

Student demonstrates recognition of art works/musical compositions as unique, expressive, aesthetic forms.

Social Skills

Student demonstrates ability to work with peers on art/music projects.

Student demonstrates ability to work through problems with peers and arrive at a solution.

Student demonstrates respect for other's ideas and modes of working.

Students demonstrate a willingness to exchange ideas and opinions with peers in a congenial manner.

Student demonstrates ability to plan, initiate and complete an art/music project with peers.

Student Performance - Skill Development

Based on the unique characteristics of your art/music program, begin to develop assessment instruments for each grade level in each of the skill areas. Design specific questions or situations which will, indeed, assess students' level of skill development.

Technical Skills

Creative Skills

Student Performance - Skill Development

Critical Skills

Social Skills

Assessment of:

STUDENT PERFORMANCE – KNOWLEDGE

(Rating Scale)

Elements of Art		Elements of Music
Student is able to verbally define each of the elements of art.	1 2 3 4 (no -- yes)	Student is able to verbally define each of the elements of music.
Student is able to describe the function of art elements in a particular art work.	1 2 3 4 (no -- yes)	Student is able to describe the function of music elements in a particular musical composition
(Continue with additional specific questions related to: line, texture, color, space.)		(Continue with additional specific questions related to: timbre, rhythm, melody, harmony, texture, form.)
Art Styles and Techniques		**Musical Styles and Techniques**
Student is able to distinguish style elements in a particular work of art.	1 2 3 4 (no -- yes)	Student is able to distinguish style elements in a particular musical composition.
Student is able to describe art techniques which are appropriate to a particular style of art.	1 2 3 4 (no -- yes)	Student is able to describe compositional techniques which are appropriate to a particular style of music.
(Continue with additional specific questions related to: Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Contemporary, Non-Western, Environmental, Earth and Computer Art; "drip" painting, cubism, abstraction, pointillism, etc.)		(Continue with additional specific questions related to: Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Contemporary, Non-Western, Electronic, Music; improvisation, serialism, aleatoric, "found sound," etc.)
History of Art		**History of Music**
Students will compare and contrast two distinct chronological periods in the historical development of art.	1 2 3 4 (no -- yes)	Students will compare and contrast two distinct chronological periods in the historical development of music.

History of Art (Continue with additional specific questions related to: the chronological development of art, major artists of each period, and significant non-arts events occuring during these periods.)		History of Music (Continue with additional specific questions related to: the chronological development of music, major composers of each period, and significant non-arts events occuring during these periods.)
Modes of Art Student is able to identify the distinguishing characteristics and materials of each of the following visual arts forms: painting, sculpture, drawing, college, graphics, architecture, mobiles, etc.	1 2 3 4 (no -- yes)	Musical Instruments Student is able to identify aurelly and visually, of the following musical instruments: strings, woodwinds, brass, percussion, keyboard, and electronic.
Tools of Art Student is able to identify prominent tools used in each of the visual arts forms listed above.	1 2 3 4 (no -- yes)	Components of Notation Student is able to identify and explain each notational component including: clefs, letternames of notes, duration symbols, key signatures, and dynamic markings.
Functions of Art Student understands the function of each type of art (religious, historical depiction, portracture, documentational, educational, patriotic, etc.) and is able to cite at least one example of each	1 2 3 4 (no -- yes)	Functions of Music Student understands the function of each type of music (sacred, ritual, dance, film, patriotic, work songs, love songs, etc.), and is able to cite at least one example of each.
Art Resources in the Community Student is able to cite at least one example of: an art library, an art supply store, a gallery, a museum, in his/her community.	1 2 3 4 (no -- yes)	Music Resources in the Community Student is able to cite at least one example of: a music library, a music store, a concert hall, church, or auditorium used for public concerts in his/her community

Based on the unique characteristics of your art/music program, begin to develop assessment instruments for each grade level in each of the knowledge areas (e.g., Elements of Art/Music, Art/Music Styles and Techniques, etc.). Design specific questions or situations which will, indeed, assess students' level of knowledge acquisition.

Elements of Art

Elements of Music

Art Styles and Techniques

Musical Styles and Techniques

History of Art

History of Music

Student Art/Music Knowledge

History of Art

History of Music

Modes of Art

Musical Instruments

Tools of Art

Components of Notation

Functions of Art

Functions of Music

Art Resources in the Community

Music Resources in the Community

Assessment of: **ATTITUDES**

1. Does student demonstrate attitudes of self-esteem, self-confidence and self-worth in his/her creation of art work? Yes___ No___

2. Does student demonstrate a cooperative attitude in his dealings with others in the arts class? Yes___ No___

3. Does student demonstrate personal commitment to arts by his behavior in the arts class? (Independent projects and collaboration with peers?) Yes___ No___

4. Does student demonstrate that he/she values arts works of own creation? Yes___ No___

5. Does student demonstrate that he/she values arts works of others? Yes___ No___

6. Does student constructively accept and use constructive commentary on own work? Yes___ No___

7. Does student independently engage in artistic endeavors in leisure time by creating, improvising, etc. at home, by attending art courses, concerts, visiting galleries, museums, etc.? Yes___ No___

CURRENT ATTITUDES

Describe the current attitude. Evaluation.

Describe the current attitudes of the students as objectively as possible. Do not use full sentences. Use short phrases.

IDEAL ATTITUDES

What should the student's attitude be like?

If you could change the students, what would they be able to express about themselves, the arts, etc. What would they feel? Be as specific as possible. Describe an attitude they should have in an ideal situation. How does this goal relate to the goals of your department, school, district, etc.? What else is happening to which this could be a useful addition in the school, the community?

REALISTIC ATTITUDES

Now that you have described the current attitudes and an ideal situation, describe a situation that is a compromise of the two. Try and identify school and community people who might be able to assist in implementing these changes.

Assessment of:

ART CURRICULUM

(fact sheet)

Course offerings	Circle all grades involved
Drawing	K 1 2 3 4 5 6 7 8 9 10 11 12
Painting	K 1 2 3 4 5 6 7 8 9 10 11 12
Collage	K 1 2 3 4 5 6 7 8 9 10 11 12
Sculpture	K 1 2 3 4 5 6 7 8 9 10 11 12
Printing	K 1 2 3 4 5 6 7 8 9 10 11 12
Graphics	K 1 2 3 4 5 6 7 8 9 10 11 12
Crafts	K 1 2 3 4 5 6 7 8 9 10 11 12
Ceramics	K 1 2 3 4 5 6 7 8 9 10 11 12
Weaving	K 1 2 3 4 5 6 7 8 9 10 11 12
Pottery	K 1 2 3 4 5 6 7 8 9 10 11 12
Jewelry	K 1 2 3 4 5 6 7 8 9 10 11 12
Leather	K 1 2 3 4 5 6 7 8 9 10 11 12
Textiles	K 1 2 3 4 5 6 7 8 9 10 11 12
Stained Glass	K 1 2 3 4 5 6 7 8 9 10 11 12
Macrame	K 1 2 3 4 5 6 7 8 9 10 11 12
Needlepoint	K 1 2 3 4 5 6 7 8 9 10 11 12
Embroidery	K 1 2 3 4 5 6 7 8 9 10 11 12
Other_____	K 1 2 3 4 5 6 7 8 9 10 11 12
Art History_____	K 1 2 3 4 5 6 7 8 9 10 11 12
Art Appreciation_____	K 1 2 3 4 5 6 7 8 9 10 11 12
Commercial Art	K 1 2 3 4 5 6 7 8 9 10 11 12
Illustration_____	K 1 2 3 4 5 6 7 8 9 10 11 12
Fashion_____	K 1 2 3 4 5 6 7 8 9 10 11 12

Story_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Advertising	K	1	2	3	4	5	6	7	8	9	10	11	12
Package	K	1	2	3	4	5	6	7	8	9	10	11	12
Air Brush	K	1	2	3	4	5	6	7	8	9	10	11	12
Products	K	1	2	3	4	5	6	7	8	9	10	11	12
Lettering	K	1	2	3	4	5	6	7	8	9	10	11	12
Design	K	1	2	3	4	5	6	7	8	9	10	11	12
Fashion	K	1	2	3	4	5	6	7	8	9	10	11	12
Interior	K	1	2	3	4	5	6	7	8	9	10	11	12
Pictorial	K	1	2	3	4	5	6	7	8	9	10	11	12
Environmental	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12
_____	K	1	2	3	4	5	6	7	8	9	10	11	12
_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Photography	K	1	2	3	4	5	6	7	8	9	10	11	12
Black & White	K	1	2	3	4	5	6	7	8	9	10	11	12
Color	K	1	2	3	4	5	6	7	8	9	10	11	12
Filmmaking	K	1	2	3	4	5	6	7	8	9	10	11	12
Stagecraft	K	1	2	3	4	5	6	7	8	9	10	11	12
Set Design	K	1	2	3	4	5	6	7	8	9	10	11	12
Set Construction	K	1	2	3	4	5	6	7	8	9	10	11	12
Architecture	K	1	2	3	4	5	6	7	8	9	10	11	12
Interior Design	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12
_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Interdisciplinary	K	1	2	3	4	5	6	7	8	9	10	11	12

Humanities K 1 2 3 4 5 6 7 8 9 10 11 12

Aesthetic Education K 1 2 3 4 5 6 7 8 9 10 11 12

Ethnic Art K 1 2 3 4 5 6 7 8 9 10 11 12

Additional Programs

After school programs available to students in: K 1 2 3 4 5 6 7 8 9 10 11 12

Saturday art programs available to students in: K 1 2 3 4 5 6 7 8 9 10 11 12

Enrichment programs available for students in: K 1 2 3 4 5 6 7 8 9 10 11 12

Other_____

_____ K 1 2 3 4 5 6 7 8 9 10 11 12

Art Course
Offerings

CURRENT ART INVOLVEMENT

Describe the current situation.

Courses

Evaluation

IDEAL ART INVOLVEMENT

What should the course offerings be like?

If you could change the course offerings into an ideal situation, what would you like to do? Be as specific as possible. Describe courses on all levels, include coxrses you feel should be eliminated, expanded; if you feel there should be more interdisciplinary courses, include them. How would your recommendations relate to the goals of your department, to your school, district, etc.?

Identify key people who could be involved in organizing these changes in program. Would you want to clarify your goals to strengthen the program?

REALISTIC ART INVOLVEMENT

Now that you have described the current situation and an ideal situation, what is a compromise situation that falls somewhere in the middle that would be acceptable?

Assessment of:

MUSIC CURRICULUM

(Fact Sheet)

Course Offerings

(circle all grades involved)

General Music	K	1	2	3	4	5	6	7	8	9	10	11	12
Instrumental Instruction													
Band Instruments	K	1	2	3	4	5	6	7	8	9	10	11	12
Orchestral Instruments	K	1	2	3	4	5	6	7	8	9	10	11	12
Keyboard	K	1	2	3	4	5	6	7	8	9	10	11	12
Guitar	K	1	2	3	4	5	6	7	8	9	10	11	12
Record	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Vocal Instruction	K	1	2	3	4	5	6	7	8	9	10	11	12
Ensemble Performance													
Stage Band	K	1	2	3	4	5	6	7	8	9	10	11	12
Marching Band	K	1	2	3	4	5	6	7	8	9	10	11	12
Full Orchestra	K	1	2	3	4	5	6	7	8	9	10	11	12
String Orchestra	K	1	2	3	4	5	6	7	8	9	10	11	12
Chorus	K	1	2	3	4	5	6	7	8	9	10	11	12
Choir	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12

Music Course Offerings

Specialized Ensembles													
Steel Drums	K	1	2	3	4	5	6	7	8	9	10	11	12
Swiss Bells	K	1	2	3	4	5	6	7	8	9	10	11	12
Recorder Consort	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Music Theory	K	1	2	3	4	5	6	7	8	9	10	11	12
Basic Musicianship	K	1	2	3	4	5	6	7	8	9	10	11	12
Ear Training	K	1	2	3	4	5	6	7	8	9	10	11	12
Composition	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Music Appreciation	K	1	2	3	4	5	6	7	8	9	10	11	12
Music History	K	1	2	3	4	5	6	7	8	9	10	11	12
Music Literature	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Electronic Music	K	1	2	3	4	5	6	7	8	9	10	11	12
Non-Western Music	K	1	2	3	4	5	6	7	8	9	10	11	12
Ethnic Music	K	1	2	3	4	5	6	7	8	9	10	11	12
Music Theatre	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Interdisciplinary Humanities	K	1	2	3	4	5	6	7	8	9	10	11	12
Aesthetic Education	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____	K	1	2	3	4	5	6	7	8	9	10	11	12

Music Course Offerings

Specialized Programs

Kodaly	K	1	2	3	4	5	6	7	8	9	10	11	12
Orff	K	1	2	3	4	5	6	7	8	9	10	11	12
Dalcroze	K	1	2	3	4	5	6	7	8	9	10	11	12
Suzuki	K	1	2	3	4	5	6	7	8	9	10	11	12
Contemporary Music Project (CMP)	K	1	2	3	4	5	6	7	8	9	10	11	12
Manhattanville Music Curriculum Program (MMCP)	K	1	2	3	4	5	6	7	8	9	10	11	12

Music for Those With Special Needs

Special students mainstreamed for music in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Music therapist available to students in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Specially trained music teacher available to students in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Programs for culturally different students are available in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Programs for gifted students are available in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Programs for learning disabled students are available in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Programs for physically handicapped students are available in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Other _____													
_____	K	1	2	3	4	5	6	7	8	9	10	11	12

Music Course Offerings

Additional Programs

After school programs available to students in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Saturday music programs available to students in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Enrichment programs available for students in:	K	1	2	3	4	5	6	7	8	9	10	11	12
Other_____													
_____	K	1	2	3	4	5	6	7	8	9	10	11	12

MUSIC CURRICULUM

In this section, describe what you perceive to be glaring deficits in your music program's 1) Course Offerings, 2) Specialized Programs, 3) Music For Those With Special Needs. Address these deficits category by category, and be specific.

COURSE OFFERINGS

In this section, describe what you perceive to be strong, thriving components in your music program in terms of: 1) Course Offerings, 2) Specialized Programs, 3) Music for Those With Special Needs. Be specific.

COURSE OFFERINGS

SPECIALIZED PROGRAMS

SPECIALIZED PROGRAMS

MUSIC FOR THOSE WITH SPECIAL NEEDS

MUSIC FOR THOSE WITH SPECIAL NEEDS

Assessment of:

SCHEDULING

(yes/no response)

1. In the elementary programs, do students have art/music a minimum of one hour and forty minutes per week? Yes____ No____

2. Does the art/music teacher have at least one period per day for "prep" time? Yes____ No____

3. Considering safety and creative factors, are there an appropriate number of students per class? Yes____ No____

4. Considering other aspects of the school program, do you feel that adequate time is allocated to the arts? Yes____ No____

5. Are there opportunities for courses to be team taught? Yes____ No____

6. Do you feel that the ratio of arts teacher to students is satisfactory? Yes____ No____

7. Approximately what percentage of students are involved in the arts program?

   a. During the school day %_____

   b. After school %_____

8. Can arts classes be scheduled with sufficient flexibility when special projects are underway? Yes____ No____

9. Are arts classes frequently cancelled or postponed because of other priorities? Yes____ No____

10. Is the school day ever extended to accommodate the arts program? Yes____ No____

11. Are there special provision for academically talented students? Yes____ No____

12. Are there special provisions for students identified as talented in the arts? Yes____ No____

13. Are there special provisions for students identified as learning disabled? Yes____ No____

Scheduling

14. Are there special provisions for vocationally oriented students? Yes____ No____

15. Is there secretarial and support personnel to meet program needs? Yes____ No____

16. Other_____ _____ _____ Yes____ No____

CURRENT SCHEDULING

Describe the current scheduling situation. Evaluation

IDEAL SCHEDULING

What Should the Schedule be like?

If you could change the schedule into an ideal one, what would you recommend be done? Be as specific as possible. How would your recommendations relate to the current goals of your department, to your school, district, etc.? Would you want to change goals to reflect your recommendation? Identify key people who could be involved in facilitating these changes.

REALISTIC SCHEDULING

Now that you have described the current scheduling situation and an ideal situation, what is a compromise situation that you would find acceptable.

Assessment of:

FACILITIES

(yes/no response)

1. Is there a specially equipped art/music room? Yes____ No____

2. If you answered "no" to question 1, does the arts teacher move from classroom to classroom? Yes____ No____

3. Is the art/music room

   a. visually attractive? Yes____ No____

   b. provided with sufficient utilities? Yes____ No____

   and

   c. supplies/materials? Yes____ No____

   d. instructional aids? Yes____ No____

4. Does the art/music room have adequate audio-visual aids? Yes____ No____

5. Is the art/music room provided with a camera? Yes____ No____

6. Is there adequate work space per student? Yes____ No____

7. Considering safety and creative factors, are there an appropriate number of students per class? Yes____ No____

8. Is there adequate storage space available in or connected to the art/music room for supplies, materials, equipment, instruments, work-in-progress? Yes____ No____

9. Are there sufficient work surfaces

   a. tables Yes____ No____

   b. chairs Yes____ No____

   c. counter tops Yes____ No____

   d. wall areas Yes____ No____

   e. music stands Yes____ No____

   f. other_____ Yes____ No____

10. Is there adequate display area for two dimensional work and resource materials? Yes____ No____

11. Does the display area have material on it which facilitates easy mounting and removal (i.e. cork)? Yes____ No____

Facilities

12. Is there adequate display area for three dimensional work? Yes_____ No_____

13. Does the display area for three dimensional work have protective covering and does it lock? Yes_____ No_____

14. In facilities other than in the art/music room, are there adequate display areas for two and three dimensional work

    a. in the hallways Yes_____ No_____

    b. in administrative offices Yes_____ No_____

    c. in the multi-purpose room Yes_____ No_____

    d. in the cafeteria Yes_____ No_____

    e. in the library/media center Yes_____ No_____

    f. in the district office Yes_____ No_____

    g. exterior of school buildings Yes_____ No_____

    h. other_____ Yes_____ No_____

15. Are community facilities utilized to avoid costly duplication, expand program offerings and make use of superior facilities? Yes_____ No_____

CURRENT FACILITIES

Describe the current facilities situation.

Activities	Evaluation

IDEAL FACILITIES

What should the facilities be like?

If you could change the current facilities situation into an ideal one, what would you recommend be done? Again, be as specific as possible. How would your recommendations relate to the current goals of your department, to your school, district, etc.? Would you want to change your current goals to reflect your recommendations?

Identify key people who could be involved in facilitating these changes. Include school/organizations that might sponsor fund raising activities to help you obtain the facilities you have reccomended.

REALISTIC FACILITIES

Now that you have described the current facilities situation and an ideal situation, describe a situation that is a compromise of the two. Try and come up with several recommendations that are realistic. Identify school and community people who might become involved in implementing these changes.

Assessment of:

ARTS EVENTS IN & OUTSIDE SCHOOL
(checklist)

1. In the past year, the following special arts events were brought into the school for students:

   _____ "classical" music groups

   _____ "popular" music groups

   _____ dance companies

   _____ exhibits by professional artists

   _____ guest speakers on arts topics

   _____ mini-courses on arts topics

   _____ other (explain)

2. Students in grades K-3 ____, 4-6 ____, 7-9 ____, 10-12____ participated in these events.

3. Specific art/music in-school events are planned based on:

   _____ art/music program objectives

   _____ course objectives

   _____ student interest

   _____ teacher's proficiency

   _____ teacher's interests

   _____ parent's recommendations

   _____ other (explain)

4. Students were prepared for these events by:

   _____ listening to records

   _____ looking at books

   _____ class discussions

   _____ films

   _____ writing projects

   _____ preparing a student exhibit or performance

   _____ taking field trips

   _____ individual student research

   _____ other (explain)

5. Follow-up for these events was accomplished through:

_____ listening to records
_____ looking at books
_____ class discussions
_____ films
_____ writing
_____ preparing a student exhibit or performance
_____ taking field trips
_____ individual student research
_____ other (explain)

6. The effectiveness of these special events was assessed in the following ways:

_____ increased student interest in art/music class
_____ student questionnaires/interviews
_____ increased student attendance at after-school courses, concerts, museums, etc. outside school time
_____ other (explain)

7. In the past year, students took part in the following class trips:

_____ visits to museums
_____ visits to galleries
_____ recitals
_____ visits to artist's/composer's studios
_____ concerts
_____ rehearsals
_____ operas
_____ other (explain)

8. Students in grades: ____ K-3, ____ 4-6, ____ 7-9, ____ 10-12 participated in these events.

9. Field trips are planned based on:

_____ art/music program objectives
_____ course objectives
_____ student interest
_____ teacher's proficiency
_____ teacher's interests
_____ parent's interest
_____ other

10. In preparation for these field trips, students:

_____ listened to records
_____ looked at books
_____ viewed films
_____ engaged in research

10. Continued

_____ engaged in class discussions _____ engaged in writing projects

_____ studied components of the art/music/dance/drama in class

_____ prepared a student exhibit or performance

_____ other (explain)

11. Follow-up activities which were used to extend the field trip included:

_____ listened to records _____ viewed films

_____ looked at books _____ engaged in research

_____ engaged in class discussions _____ engaged in writing projects

_____ studied components of the art/music/dance/drama in class

_____ prepared a student exhibit or performance

_____ other (explain)

12. The value of the field trips was assessed through:

_____ increased student interest in art/music class

_____ student questionnaires/interviews

_____ increased student attendance at after-school courses, concerts, museums, etc. outside school time

_____ other

ARTS EVENTS IN & OUTSIDE SCHOOL

Assess your own responses in terms of in and out of school arts events. Note strengths and weaknesses in terms of quality, quantity and diversity of experiences for students. Note adequacy of student preparation and follow-up of these events and make recommendations for improvements in these areas. Consider why particular events are chosen and the effectiveness of assessement once the event is over.

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Assessment of:

ARTS PROVISIONS FOR THOSE WITH SPECIAL NEEDS

(fact sheet)

Are there programs for:	Circle all grades involved
- talented and gifted?	Pre K 1 2 3 4 5 6 7 8 9 10 11 12
- physically handicapped?	Pre K 1 2 3 4 5 6 7 8 9 10 11 12
- emotionally disturbed?	Pre K 1 2 3 4 5 6 7 8 9 10 11 12
- learning disabled (slow learners)?	Pre K 1 2 3 4 5 6 7 8 9 10 11 12
- remedial students (slow learners)?	Pre K 1 2 3 4 5 6 7 8 9 10 11 12
- culturally disadvantaged?	Pre K 1 2 3 4 5 6 7 8 9 10 11 12
- mentally handicapped?	Pre K 1 2 3 4 5 6 7 8 9 10 11 12

CURRENT ARTS PROVISIONS FOR THOSE WITH SPECIAL NEEDS

Program

Evaluation

IDEAL ARTS PROVISIONS FOR THOSE WITH SPECIAL NEEDS

What provisions should be made?

If you could provide ideal programs, what would you do? Be as specific as possible. Describe courses, programs on all levels. How would your recommendations relate to the goals of your department ot your school, district, etc? Identify key people who could be involved in organizing these changes in the program. Would you want to clarify your goals to strengthen the program?

REALISTIC ARTS PROVISIONS FOR THOSE WITH SPECIAL NEEDS

Now that you have described the current situation and an ideal situation, what is a compromise situation that would be acceptable.

Assessment of:

ADMINISTRATORS', SCHOOL BOARD'S AND DISTRICT-WIDE SUPPORT OF ARTS PROGRAM

(multiple choice)

1. The school's administration tends to be (circle one): sympathetic to/ unaware of/ unsympathetic to/ (other) _____ art-music program goals.

2. The school's administration tends to be: responsive/ tolerant/ unresponsive/ (other) _____ to needs of the art-music program.

3. In general, most of the art-music program's pressing needs are: handled quickly and effectively/ handled in "due time"/ ignored/ (other)_____ by the school's administration.

4. Attendance at professional development conferences, workshops, etc., is encouraged/ tolerated/ discouraged/ (other) _____ by the school's administration.

5. The school board is: always/ often/ seldom/ never informed of progress and accomplishments of the art-music program.

6. An art-music supervisor: has/ will be/ has not/ (other) _____ been appointed for your school or district.

7. If none is currently appointed, art-music teachers feel: a pressing need/ a moderate need/ no need/ (other) _____ for such a supervisor.

8. A district-wide network of support for arts teachers: exists/ exists somewhat/ does not exist/ (other) _____.

9. A district-wide network of communication in the form of a newsletter, calendar of events, central bulletin board, etc., exists and is effective/ exists with moderate effectiveness/ does not exist/ (other) _____.

Consider each of your responses on the facing multiple choice instrument. When responses chosen are less than the ideal ones, make specific recommendations below which you and the music/art faculty could take to enhance administrators', school board's and/or district-wide support for arts programs.

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Assessment of:

ART/MUSIC TEACHER PROFESSIONAL DEVELOPMENT

(yes-no response)

		YES	NO
1.	Are all faculty members, currently teaching art/music in your school, certified in art/music?	___	___
2.	In general, do at least half art/music faculty enroll in professional improvement courses to enhance their effectiveness as teachers?	___	___
3.	Do most art/music faculty members attend state arts education conferences sponsored by AENJ, NJMEA, etc.?	___	___
4.	Do most art/music faculty members attend national arts education conferences such as those sponsored by NAEA/MENC, etc.?	___	___
5.	Are most teachers active members of one or more of these groups?	___	___
6.	Do art/music faculty members consistently contribute articles to journals published by state or national arts education associations?	___	___
7.	Have art/music faculty members given workshops or delivered papers at state or national arts education conferences in the last year?	___	___
8.	In the last year have art/music faculty made presentations to non-arts groups (parents, school faculty, etc.,) related to art/music education?	___	___
9.	Do most art/music faculty make an effort to stay in touch with contemporary trends in the world of art/music?	___	___
10.	Do most art/music faculty members continue to develop their own professionalism and creativity through art-making outside of school (painting, sculpting, crafting, performing, composing...)?	___	___

		YES	NO
11.	Do most art/music faculty members consistently attend museums/galleries/concerts/operas/ recitals?	___	___
12.	Do music/art faculty generally demonstrate knowledge of art forms other than their own?	___	___
13.	Do music/art faculty generally resist the temptation to become elitists in their field and "let the rest of the world roll by"?	___	___
14.	Are most art/music teachers aware of the existence of the New Jersey State Plan for Arts in Education?	___	___
15.	Do music/art faculty make the effort on a consistent basis to inform the school administration, formally or informally, of developments in the school's art/music program?	___	___
16.	In general, is good communication established between art/music teachers in the school?	___	___
17.	Is there a generally strong network of communication between art/music faculty members and other teachers in the school?	___	___

Using your responses to the "questions on the opposite page, address yourself to those with "no" answers. Describe below methods you might implement which would enable you during the next assessment period, to answer "yes". Consider such strategies as: support, stimulation, communication, appreciation, positive reinforcement, encouragement, cooperation...

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COMMUNITY INVOLVEMENT

Assessment of:

(yes/no responses)

1. Is there a Speakers Bureau to publicize school arts programs composed of arts teachers or interested members of the community? Yes____ No____

2. Is there a slide/tape available about your school arts program? Yes____ No____

3. If the answer to the above question is no, is there a portable visual display (photographs of students composing, creating, etc. with accompanying written narrative) about your school arts program? Yes____ No____

4. Have you ever asked your Superintendent or Principal to write an article (or letter) about arts education:

   a. to the parents and disseminated by students or in the mail Yes____ No____

   b. in the local newspaper(s) Yes____ No____

   c. in the local "Know Your Schools" newsletter Yes____ No____

   d. in the county newspaper Yes____ No____

   e. in professional journals Yes____ No____

5. Has any member of the art/music department written an article about your program:

   a. to the parents and disseminated by students or in the mail Yes____ No____

   b. in the local newspaper(s) Yes____ No____

   c. in the local "Know Your Schools" newsletter Yes____ No____

   d. in the county newpaper Yes____ No____

   e. in professional journal Yes____ No____

6. Do you have photographs of students participating in arts processes that could accompany an article? Yes____ No____

7. Has any member of the administration or the art/music department written an article about aspects of the school arts program such as

   a. innovative arts programs in the school district — Yes___ No___

   b. meaning of children's arts expression — Yes___ No___

   c. meaning and value of arts education — Yes___ No___

   d. arts teachers' plans for professional growth -summer travel, university study, special projects, creative work, etc. — Yes___ No___

   e. arts festival — Yes___ No___

   f. visiting community artists — Yes___ No___

8. Do you have photographs of students participating in arts processes that could accompany an article? Yes___ No___

9. Do you have a group of people that would be willing to write letters to promote school arts causes? Yes___ No___

10. Do you have a group of people who would be willing to issue statements to the press, school board, etc. on important decisions related to school arts programming? Yes___ No___

11. Have you invited artists, craftspeople, musicians, etc. in the community to demonstrate and talk about their work in arts classes? Yes___ No___

12. Have you arranged for or planned an art(s) education panel for P.T.A. meetings, service club meetings, etc.? Yes___ No___

13. Have you asked community leaders and school administrators to be on an art(s) education panel with an arts teacher as moderator? Yes___ No___

14. Have you organized a citizens committee to promote arts education in the school and/or in the community? Yes____ No____

15. Has there been student art works on display in community places such as

    a. in store windows Yes____ No____

    b. banks Yes____ No____

    c. theaters Yes____ No____

    d. libraries Yes____ No____

    e. galleries Yes____ No____

    f. public places (open spaces on exterior of buildings) Yes____ No____

16. Have student exhibits included written statements about arts and comments by the students emphasizing process as well as product? Yes____ No____

17. Have there been student musical and dramatic performances in the community

    a. at service organization meetings Yes____ No____

    b. at senior citizens and nursing homes Yes____ No____

    c. in local hospitals Yes____ No____

    d. at shopping malls Yes____ No____

    e. nursery programs Yes____ No____

    f. recreation center Yes____ No____

    g. parades, street festivals, holiday celebrations Yes____ No____

    h. other _____ Yes____ No____

18. Has special provision been made to include special needs of community groups, i.e., physically and mentally handicapped, senior citizens, etc.? Yes____ No____

Community Involvement

19. Have arts participation workshops been held for parents and interested community members, emphasizing the values of arts education for the growth and well-being of children? Yes___ No___

20. Has the arts department written a flyer on arts education and distributed it throughout the community? Yes___ No___

21. Has "Youth Art Month" or "Music in Our Schools Week" been publicized throughout the community? Yes___ No___

22. Have students and community artists staged an art demonstration or musical performance to raise money for needed equipment or instruments or to benefit a local charity? Yes___ No___

23. If the answer to the above is "yes," has the event been publicized in the newspaper? Yes___ No___

24. Has the arts department submitted an annual report to the school board (and community organizations), regarding the arts programs, its goals, its achievements and hopes for the future? Yes___ No___

25. Has the arts department sponsored an Open House for community members including service organizations, merchants, etc.? Yes___ No___

26. Has the community rewarded students (i.e., scholarships, prizes, certificates, etc.) for their arts efforts? Yes___ No___

27. Has the arts department collaborated with any community organization in securing a funded program? Yes___ No___

CURRENT COMMUNITY INVOLVEMENT

Describe the current situation.

Activities	Evaluation

IDEAL COMMUNITY INVOLVEMENT

If the current situation is less than ideal, what do you think the situation should be like? Be as specific as possible. Describe the attitude or level of skill, performance, or knowledge people involved should have in an ideal situation. How might this goal relate to the goals of your arts department, school, district? Would you want to create a goal which includes/strengthens community involvement? Would you want to clarify your goals to include "community involvement" on a higher priority? Identify key people? Explain how your participants or community and its resources will be a part of this process.

REALISTIC COMMUNITY INVOLVEMENT

Now that you have described the current situation and an ideal situation, what is a compromise situation that falls somewhere between the two that you could live with.

STANDARDIZED TESTS
FOR STUDENTS IN ARTS AND MUSIC

1. Gordon, Musical Aptitude Profile

2. Graves, Design Judgment Test

3. Horn, Art Aptitude Inventory

4. Knauber, Art Ability Tests

5. Lewerenz, Tests in Fundamental Abilities of Visual Art

6. McAdory, Art Test

7. Meier, Art Judgment Test

8. Seashore, Measures of Musical Talents

9. Torrence, Tests of Creative Thinking

To learn more about these tests and others related to the arts, consult the Buros, Seventh Mental Measurements Yearbook, by O.K. Buros, Highland Park, New Jersey: Gryphon Press.

MATERIALS AVAILABLE AT EIC–CENTRAL FOR ASSESSMENT OF THE ARTS IN EDUCATION PROGRAMS

GENERAL ASSESSMENT

"Essentials of a Quality Art Program, A Position Statement" by the National Art Education Association, Reston, Virginia.

"Music Program Guide and Description - Part I - Outline of the Curriculum, Part II - Program Standards" by the Music Educators National Conference, Reston, Virginia.

Evaluating the Arts in Education: A Responsive Approach: Stake, Robert. Charles E. Merrill Publishing Co., Columbus, Ohio, 1975.

ASSESSMENT OBJECTIVES

Art, Music, Drama, Dance

North Carolina Department of Public Instruction:
Course of Study for Elementary and Secondary Schools K-12.

Art, Music, Creativity, and Arts in the Curriculum

Center for the Study of Evaluation, 10X Objective Catalog,
Instructional Objectives Exchange, Box 24095, Los Angeles, CA 90024

Art

1. Art is Elementary: Teaching Visual Thinking Through Art Concepts:
   Cornia, Ivan E: Stubbs, Charles B; Winters, Nathan B.
   Stark Publishers; Brigham Young University, Utah.
2. Art in the Middle School
3. Baltimore County Board of Education, Md.
   Art for Children (K-6); Focus on Learning (K-12): and The Senior High Program
   Towsan, Maryland 1970 and 1971.
4. Brookline Public Schools, Brookline, Mass.
   Unified Arts Curriculum.
5. Lawrence Township Schools, NJ.
   1.) Arts Education Needs Assessment.
6. National Assessment of Educational Progress - A project of the Education Commission of the States: Art Assessments;
   Suite 300, 1860 Lincoln Street, Denver, Colorado 80203.
7. Parsippany Troy-Hills, NJ.
   Pilot Assessment Objectives in Art and Music.
8. Springfield, N.J. Public Schools, 1977.
   Art is for Everyone.
9. Trenton Public Schools, NJ.
   Art Education Guides, K-12.

Music

1. Connecticut State Department of Education,
   Bureau of Elementary and Secondary Education, Hartford, Conn.
   Criteria for Basic Music Programs in Connecticut Public Schools.
2. Clark County School District/Las Vegas, Nevada.
   Interim Curriculum Guide: Music, Level 9-12.
3. Course Goals in Music, K-12.
   Portland, Oregon, Commercial Educational Services, P. O. Box 8723, Portland, OR 97208

4. Explore and Discover Music. Mary Val Marsh
   London and New York (866 Third Avenue, N.Y. 10022)
   The MacMilan Co. (paper back), 1970.
5. Lawrence Township Public Schools
   Music Education Needs Assessment
   Ms. Marion Telfer, T&E Coordinator.
6. Manhattanville Music Curriculum Project: Synethesia:
   Bardonia, N.Y. (10954): Media Materials, Inc. (P. O. Box 533), 1972.
7. National Assessment of Educational Process
   The First Music Assessment: an Overview Report: 03-MU-00, August, 1974.
8. The National Commission on Instruction in Conjunction with the National Council of State Supervisors of Music:
   The School Music Program: Description and Standards;
   Available from: Music Educators National Conference, 1902 Association Drive, Reston, VA.
9. N. J. Music Educators Association:
   "T&E Report," Tempo, N.M. 1977;
   Available from: Randolph Intermediate School, Millbrook Avenue, Randolph, NJ 07801
10. Rochester Public Schools, Rochester, Minn., 1974:
    Creative Music in the Senior High.

Theater

Elementary Level -

Give Them Roots and Wings: A Guide to Drama in the Elementary School:
Dorothey T. Schwartz and Dorothy Aldrich, eds.
Washington, DC 20004:
American Theater Association, 1317 F Street N.W. 1972.

Secondary Level

Baltimore County Board of Education, Towson, Maryland, 1970:
Theater Arts I and II.

Course Guide in the Theater Arts at the Secondary School Level:
Washington, DC: American Theater Association, 1975.

Dance

General

American Dance Guild, Dance in the Public School,
1619 Broadway, Room 603, New York, NY 10019.

Elementary

The Art of Learning Through Movement:
Ann Barlin, Ward Ritchie Press.

Secondary

Materials of Dance as a Creative Activity:
Barbara Mettler, Mettler Studio, Tucson, Arizona

Dance (continued)

ASSESSMENT INSTRUMENTS

General

1. Information for Assessment and Evaluation:
   ETS, Princeton, NJ .
2. Tools to Assess Change:
   Hand-out
3. An Introduction to Affective Measurement:
   Hand-out
4. ETS Test Collection:
   Reprints of available tests in Art and Music - Aptitude and Achievement
5. Developing Methods for Identifying Students Who are Talented in the Arts:
   Susan M. Brainerd, Rudimentary Observation Scales and Annotations of test in ETS Collection
6. Evaluation of Programs in Art Education: An Annotated Bibliography:
   Urban Arts, Educational Services Center, 807 N.E. Broadway, Minneapolis, Minn. 55413

Art and Music

Lawrenceville Needs Assessment - Indicators of Effectiveness - Art Department 1975-76 Music Department

Advanced Placement in Studio Art and History of Art

Advanced Placement in Music Listening and Literature, Music Theory
College Entrance Examination Board, 1978

Cinnaminson Public Schools
South Brunswick Public Schools
In complete assessment instruments and notes

National Assessment of Educational Progress. Music Assessment:
Assessing Musical Performance, and Attitude Assessment

CS:mn
1/14/80